DOCUMENT RESUME

ED 162 077 CE 017 887

AUTHOR Charters, Alexander N.; Hilton, Ronald J.
TITLE Resources for Educators of Adults. Who We Are: What Some Educators of Adults Say about Their Characteristics, Competencies & Roles.
INSTITUTION Syracuse Univ., N.Y. Publications Program in Continuing Education.
REPORT NO ISBN-0-8155
PUB DATE Jun 78
NOTE 52p.; Parts of this document may not reproduce well due to broken type

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Administrator Characteristics; Administrator Responsibility; *Administrator Role; *Adult Education; *Adult Educators; Interpersonal Competence; Interpersonal Relationship; Interviews; Job Satisfaction; Problems

ABSTRACT

In this study full-time adult education program administrators were interviewed and taped to determine what they did on the job, how they felt about what they did, and how they prepared or felt they should be preparing to achieve the goals they identified as essential to doing those jobs well. Transcript responses from the interviews were divided into seven clusters which define adult educators' competencies and roles. The seven clusters are as follow: (1) people skills, (2) tightrope-walking--the need for a strong ego, (3) the knowledge base--what one has to know to be an educator of adults, (4) where you belong--the organizational sense, (5) the multi-dimensional quality, (6) rubbing shoulders with people--the experiential base, and (7) resources valued. (CSS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162077

RESOURCES FOR EDUCATORS OF ADULTS

WHO WE ARE: WHAT SOME EDUCATORS OF ADULTS SAY ABOUT THEIR CHARACTERISTICS, COMPETENCIES & ROLES

Alexander N. Charters

and

Ronald J. Hilton

CC.6.US.Acl2b

220 Huntington Hall
Syracuse University
Syracuse, New York 13210
USA

June 1978

CE 017 887

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joan Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

The impact and influence of Adult Education on citizens and society continues to increase in scope and depth. This development is primarily influenced by people who have assumed or been assigned responsibility for enhancing the development of the concept. These are the educators of adults. The range of their commitment and involvement is indicated by the roles that they fulfill: program and other administrators, practicing specialists, teachers, research workers, consultants, board members and heads of agencies, volunteers and support persons such as librarians, technicians and secretaries.

Some pervading questions facing the educators of adults are:

1. What are the characteristics and competencies of effective educators of adults?
2. When and how can each of these competencies and characteristics be developed and acquired?
3. Can the necessary competencies and characteristics be learned?

There is nothing new about these questions. Certainly concerned and thoughtful leaders have been examining the problem over the years. The new aspect derives from the urgency and scope of the task. The education of the educators of adults is a central, crucial issue in the further development of Adult Education.

On a global basis this concern is reflected in the conference papers, the discussion, and the final report of the Third World Conference on Adult Education, sponsored by UNESCO, held in Tokyo in August, 1973. A considerable proportion (perhaps 5%) of the final report was on this topic. For example, Communication #50 reads in part, 'The Commission was in no doubt that the biggest challenge facing Adult Education during the 1970's will be how to mobilize and train sufficient professional

personnel to discharge the multivarious tasks involved in enabling adults to learn and to want to go on learning."

The Coalition of Adult Education Organizations in the United States, in December 1974, by resolute action, created a Committee on Continuing Education for educators of adults. Associations and organizations, such as the National University Extension Association (NUEA) and the Association for Continuing Higher Education (ACHE), have set up similar committees for professional development.

Granted that some educators of Adults have identified and do understand the major issues and challenges of professional development, there are many who are not yet fully sensitive to the implications. Similarly, as the field expands, there are many persons who are committing themselves to professional development of educators of adults who are not now adequately qualified or prepared.

Programs for the educators of adults may be considered as pre-entry to the field and/or as recurrent and continuing education after entry to the field. Obviously, the nature and the extent of the programs at each phase will vary according to the role of the educators and also according to the goals of each individual educator. In previous studies reported in the literature, a range of characteristics or competencies have been indicated in advance and then asked of the educators. Characteristics and competencies might include both cognitive and affective factors; as well as skills or understandings, they might incorporate attitudes, beliefs, values and appreciations.

Studies of what educators of adults do, how they work, and what they value, have appeared since 1950. In that year Thurman White, completed his doctoral dissertation at the University of Chicago, in which he identified topics – or educational goals – of a high level of interest to leaders of adult education programs.[8] White's study identified nine such topics, all within the domain of skills or understandings. A decade later in another doctoral dissertation, Martin Chamberlain completed a study in which he tabulated rank order responses to forty-five statements of personal objectives each beginning with the phrase, "The successful professional adult educator has an understanding...[3] The objectives incorporated statements of characteristics ("has an open mind"; "is himself learning"), competencies (e.g. "can communicate effectively"), and beliefs ("believes in freedom of thought and expression"). Chamberlain further summarized the positions taken by the several groups of adult educators who comprised the sample of his study.

In 1962 George Aker identified twenty-three "behaviors judged to be adequate criteria for determining the achievement of educational objectives" of graduate study in adult education.[1] These descriptive statements, again, embraced operational behaviors as well as at least implied statements of competencies and values.[6] This much of the literature search owes a considerable debt to two works by Clive Veri, as well as the original sources cited.[7] Veri, in both works, summarized the history of graduate study in Adult Education beginning

at Columbia University in 1935.

At least four studies completed in the last decade are also of relevance to this inquiry. In a dissertation completed in 1970, Wanda Hole [4] examined the relationship of one of three identified philosophies of Adult Education to such other variables as membership in professional adult education organizations, age number of years of experience, university from which doctorate was received, type of bachelor's degree, or type of master's degree held. Only the variable of which university awarded the doctorate proved any significant difference with regard to philosophy, and that difference was slight.

J, J. Carrig, [2] in a 1973 dissertation, identified 47 beliefs that "holders of doctorates in adult education judged to be important to the professional adult educator." He then asked 195 subjects to rank on a five point scale the degree of importance of those beliefs. Among the significant findings of Carrig's study were: 1) Most of the beliefs regarded as "quite important" or "extremely important" either should be acquired or should be more completely internalized during the time of the graduate program. 2) None of the beliefs included were thought appropriate to wait until after the program for internalization. Beliefs thought to be best developed during the graduate program were those specifically related to "the adult educator, the learner and the field." (p. 170) Carrig concluded that those findings suggested "in a forceful manner that the acquisition of attitudes, beliefs and values should be an

integral part of any program of graduate study in adult education... If the acquisition of these beliefs is not already an integral part of their programs, the professors must find both the space to incorporate them and the means by which to communicate them." (p. 181-182)

In a 1970 dissertation, Joan W. Wright [9] reported the findings of her survey of 200 New York State adult education practitioners, a sample which included SUNY directors of continuing education, public school directors, and Cooperative Extension agents. The survey instrument measured the presence of five structural attributes of professionalization as well as five attitudinal attributes. The Wright study found significant dissimilarities among the three respondent groups both with respect to the socializing influences of structural attributes of professionalization and attitudinal orientations. Her conclusions are significant:

> Adult educators are not a population, and professionalization does not necessarily proceed on a uni-dimensional continuum. For practitioners dependent on an organizational setting, without claim to an exclusive body of knowledge or area of expertise, the traditional model of profession is not viable. Constraints imposed by dependence on organization, adherence to a service ideal, and subject matter specialization must be recognized if an alternative model is to emerge.

In 1972, Norman Dean Smith [5] reported in his dissertation the findings of his query of 86 members of the Commission of Professors. In his four-part questionnaire, he asked subjects to respond to questions about personal characteristics, educational characteristics, occupational characteristics, and opinions on relevance of specified subject matter areas to doctoral programs.

Smith derived eleven conclusions from his study, only two of which are reproduced here:

1. The relevance of subject matter areas depends directly upon those responsibilities in their positions requiring most time.
2. Although the demands placed upon the professor of adult education reflect orientations of administrations, teaching, and research, there is over all agreement on the relative importance of subject matter areas.

The several studies reported above have a number of common characteristics. All made use of mail questionnaires. Most made use of relatively sophisticated statistical tools, including regression analysis and analysis of variance. All identified a relatively specific sub-population of adult educators – professors, administrators, "leaders," and the Wright study, of course, sought three varied kinds of adult education administrators. In all instances, simply to prepare such questionnaires, careful searches of other social science literature were made, instruments were prepared, and inevitably, certain a priori judgments became part of the research enterprise. This remains true whether Dr. Wright's use of specific indices of professionalization or in Dr. Carrig's implicit view that beliefs are a significant underpinning or any practicing educator of adults.

None of the studies, then, have proceeded without identifying, (and frequently labeling) in advance whether they are concerned with characteristics or beliefs, whether competencies or values. To the

author's knowledge, no other inquiry has incorporated interviews for the purpose of encouraging responses to a few open-ended questions.

Description of this Study

In this study the characteristic or competency was not identified in advance. The only limitation placed upon participants was that of asking them to respond to all questions in relation to their own work.

It was decided then to select one type of educator of adults, namely, full-time administrators of adult education programs, and to endeavor to determine what they did on the job, how they felt about what they did, and how they prepared or felt they should be preparing to achieve the goals they identified as essential to doing those jobs well.

In order to make a decision on which method or methods to use for collecting data, a pilot study was conducted. The four methods tested were selected for the pilot study because they seemed to offer the greatest potential for obtaining valid data. Data was collected using four separate methods as follows: interviews- 8 subjects; participant observation - 2 subjects; log of work - 5 subjects; and survey - 5 subjects.

After the methods were selected, instruments were prepared in order to achieve the purposes of the project. Each instrument was criticized by three faculty members and some graduate students. Each was then tested in part with a few respondents. Even during the collection of the data of the pilot project run, the instruments were modified as appropriate.

Participants in the pilot project were selected at random and according to availability - certainly without trying to sample people according to role, title or category, All of the participants were employed full-time in Adult Education.

On the basis of the pilot project and the judgments of three colleagues, the research director considered the advantages and disadvantages of the four methods in relation to the purposes. There were two main reasons for the selection of the interview method. First, the subjects were free to respond without having pre-set categories of response imposed upon them by the interviewer. Secondly, some new and unique insights were evident from those first pilot interviews, insights not apparent in the use of the other reaearch methods.

In the pilot project, all but two clients who were selected were full-time administrators. In the project itself, only full-time administrators of adult and continuing education programs were selected, although some had responsibilities for other major roles as well.

Since interviews were partially structured, the total time of each varied considerably from one subject to another. (See appendix A for interview schedule) None was less than thirty minutes, the average was fifty minutes, and the longest just under two hours. Subjects were remarkably agreeable to the interviewer's tape recording their comments, despite the fact that all interviews were conducted during the 1974-75 academic year (from November through June), at a time when virtually any uses of electronic recording were suspect.

Transcripts of each recording were typed. Responses were then arranged in three different ways for examination and assimilation

by three readers - first as a total individual transcript, then as cumulative responses to each question and each sub-question or probe. Finally, three-by-five cards were typed for each single item response, sometimes containing two or three words, sometimes three or more sentences.

After attempting variations of an attitude measurement called Q-sort, with each of the methods, the cards were finally settled upon as the principal data source, if only because they proved the most "arrangeable." Two researchers attempted independent Q-sorts of both the large boards of responses and the individual cards. Finally the researchers agreed upon 32 distinct categories of characteristics, competencies and roles. These lent themselves to clustering into the eight super classes which form the main body of this report.

Wherever possible, quotations of respondents were incorporated as the titles of both categories and super classes. The responses are generally reported according to a natural order of the response items themselves, rather than in the order of the questions asked. Exceptions to this general pattern are found in the pages that follow immediately. Here are reported responses to the first two questions, in which respondents described their work and how what they did related to the goals of their employing organization, and how they would characterize both a typical day and an ideal day at work. These responses set the tone of what is to follow and provide a useful introductory framework for the

more detailed discussion of the super classes which follow.

All sections place heaviest emphasis upon what the respondents said, while providing a relatively short overview offered at the beginning of each section together with an interpretation at the end. Throughout the report words in quotation marks were actually used by the respondants.

As will be seen below, the articulateness, candor, and thoughtfulness of respondents were exceptional. They often indicated a real enthusiasm for participating in the research and seemed to enjoy the kinds of questions asked of them:

> I don't usually ask myself these kinds of questions, and I should, because they are important questions.
>
> You asked good questions; I really think you did... You have gotten at some of my frustrations and good feelings about my job.

At least a third of the respondents asked when some published results of these findings would be available and expressed great interest in reading them.

Where We Work and What We Work For

The individuals interviewed for this study were associated with a variety of agencies and/or employers, including city and state governments, boards of education, private and public universities, non-profit service organizations, the U. S. Postal Service, an industrial organization and a religious organization.

Virtually all respondents described their roles as "primarily administrative," but their administrative management areas ranged widely: from departments of continuing education to a small city's

Adult Basic Education program; from a learning development center of a medium-sized university to city-wide programs in two of America's largest cities.

Some respondents referred to themselves as "Dean," "Director," "Administrator," or "Coordinator." Others used modifying terms such as "Program Administrator" [4] - "Executive Director" or "Assistant Dean." Others identified with a program such as "Public School Adult Education," "Adult Basic Education" or "College of Health Related ...," following the one word title.

As might be expected, subjects with different titles often seemed to be performing similar functions; other subjects with the same title, however, performed quite different roles within their respective organizations.

The typical descriptions of their duties included: "coordinating teaching"; "overseeing programming," "counseling and record keeping;" "serving as a central resource pool of information on educational opportunities"; directing summer and/or evening sessions; "communicating" (which was elaborated in a variety of ways: "persuasion," "effective communication," "eliciting communication," "being involved in a series of contacts ... with a wide variety of administrators.") Several observed that a major responsibility was one of "meeting the goals and objectives" of their respective agencies. Toward that end, they frequently described themselves as "managers," "catalysts," "facilitators," and "coordinators."

Other, less frequently cited responsibilities included "teacher preparation," "budgeting," "recruiting faculty," "scheduling," "ordering and record keeping," and "compensating for lapses in other services" of their institution or agency.

Persistently, the single "doing" they saw themselves most involved in was "communicating." And their most frequent description of themselves in their roles was a "helping" or "facilitating" person (although such questions were not directly asked, the answers were given.)

A second question asked respondents to relate their work (i.e. what you do) to the overall goals or mission of the agency. Here, many respondents indicated their strong drive toward extending services – to wider publics, to a "wider community." This question offered subjects an opportunity to expand about what they did, even to comment about what they did or did not like about their work. They enjoyed "helping others work toward their goals;" they spoke of "psychic income" as a success indicator; they began something that was to be echoed and amplified in later portions of the interviews, indicating some of their marked joy in their chosen work, focusing upon such issues as the challenge of "meeting students with differing objectives," establishing new departments or "facilitative arrangements to meet newly identified needs," of "reaching out to the community, to respond much more creatively."

Several respondents alluded to the irony of institutional ability to chart worthwhile courses of action in the absence of a comparable ability to create administrative processes to follow those

courses.

Three respondents here chose to describe in some detail their sense of personal responsibility for goal setting:

> Deciding what kind of organization I want to work with and how we best want to meet the needs of the people.
>
> I perceive it to be my duty and my pleasure ... to constantly work toward reviewing, and clarifying, and highlighting what our goals and purposes are.
>
> I play a big part of my role working with various committees, and working with the board of directors in a team effort between our voluntary board of directors and of course the staff here gives guidance to local and state member organizations in the field. So I am really a coordinator, administrator, and synthesizer.

A Day in the Life of Educators of Adults:
What's Typical? What's Ideal?

The third question asked interviewees how they spent their "typical work day." Here began longer answers, more complete descriptions of what is "challenging" and what is not, what is required for successful adminitrative functioning and therefore necessary although perhaps not particularly attractive to do. The unchallenging portions of these typical work days consisted of "administivia," "excessive time spent on committees" or otherwise in meetings, (although two respondents saw those meetings and committees as "key" to their goal setting and achievement), "paper work," "interminable make-work assignments occasioned by rapid turnover in top staff." One subject observed ruefully, "Operations drive out planning."

Here too, were cited some of the challenges of the work days: particularly including "planning," "goal setting," "personnel supervision and development," and "delegating." Again emphasized more than all others was "communicating": "communicating with peers,"

"with superiors," "with subordinates;" communicating with "communities" and "publics" and "markets"; being "concerned with marketing"; communicating with people "who find communicating difficult."

Repeated were emphases placed upon responsibilities for the development of professional staff. At least five respondents took it to be their most important responsibility.

One senior administrator observed:

> Most important is trying to develop an understanding, a capacity and a commitment on the part of the staff ... to some rather specific goals. This means helping people do a lot of things that they perhaps have not done or not perceived before as being necessary in their own responsibilities; e.g. broadening their own understanding of their job and the way that job relates to the total of the function of the college...

From three other administrators:

> Perhaps the most important function is to set the philosophy of adult occupational education, develop some kind of understanding of the role of adult education with the faculty: to transmit to the faculty some kind of importance of their role that they are serving, the contributions they are making to the faculty.

> I think the most important aspect of the job is to provide the kind of leadership which molds internal operations and this relates to the inter-personal relationships of people who report to you, and the feeling of the office personnel who work in the office.

> I suppose the interaction with the individual staff members is probably the most important. It's a morale builder, it's a resource for them to respond to: when they run into a major instructional difficulty, they can sound out things to me. I would suspect that's probably the most important.

An industrial respondent observed:

> Next (in order, after "annual planning") would have to come development of the people working for me so that they are more

> capable and flexible in this job and so that they are prepared to go because ... two guys working for me would like to become managers themselves.

Respondents typically spoke enthusiastically about their work, about its importance and value, and about their pleasure in doing it. For the educators of adults interviewed in this sample, their job is their work, and their hobby, their vocation-avocation in one. Their confidence and "satisfaction" appears to derive not from the inherent delight of the activities of their typical days or months, but from the fact that they see the work as powerfully important work to be doing, referring to it in images of "mission," as "one hell of an important kind of job," as "an absolutely unique, marvelous experience." A director of religious adult education went so far as to observe:

> I do like the work I am in; I thing it is challenging. In fact, I guess I would rather be alive today than in any other day in the history of the Church.

With the fourth question, in which subjects were asked to describe "what would constitute for you an ideal working day," were found some of the reasons for this satisfaction. High among these reasons was the personal progress of their students or clients, or only slightly less often, of their staff. The interviews were full of unsolicited stories that stand as tributes to adult education and indicators of the aspirations of educators of adults. Here occurred the story of Ernie, who went to an ABE Center to get sufficient literacy to secure a driver's license, and after doing that successfuly, returned regularly to continue meeting his own educational objectives. There were other such stories:

> We have seen a father of a family who was making a lot of money as a typesetter just give it up and say, 'I hate it,' and through the adult education program in Queens he was able to get a college degree, went on to a master's, got a job as a speech therapist, is one of our most successful teachers.
>
> The boy who was kicked out of high school because he wouldn't go to school. We got a hold of him, he is now in the Marines, and we get postcards from him from all over; he never comes home on leave when he doesn't stop in to visit.

This question about the "ideal working day" generated a variety of components of content for educators of adults. Two respondents said it would be "a day with no problems." Far and away, the majority saw themselves as problem solvers at least as much as anything else; e.g. "I guess my perfect day is one that has problems to be solved and to get some success in solving them;" or, "An ideal day was a successful day when things were accomplished or maybe a report was finished or something that had been bugging you was alleviated."

Perhaps ironically, although an equal satisfaction was expressed for learning how a client had been well served, not many saw contact with students as a necessary ingredient of an ideal working day.

Descriptor words for the ideal day were rich in affective content, as one might expect, but especially rich in images of "challenge," "stimulation," "excitement," "having an impact."

What most respondents needed to have more of for an ideal day was time, and specifically "time apart from interruptions," for "professional reading," "reflection," and comparison of activities with goals. Some of the statements of that need are worth examining:

> More time would be spent on development; less time on handling crises, personality conflicts, problems.

> Need more time to reflect, more time to examine other ways of viewing the world.
>
> I would also like to have between approximately 12:00 and 1:30 a time that I could be absolutely free and not accountable to my staff or my office in any way. I would like to get acquainted with myself and/or just let my system catch up with the kind of hectic pace living in a city demands of me.
>
> I would like to be able to spend an appreciable amount of time thinking about how to improve the program on a conceptual level. What can I do in terms of increasing the efficiency of instruction. Where are the areas that I can administer some of my expertise in helping ... teaching, programs where the professional preparation of the teacher is frequently nonexistent.
>
> I would say an ideal working day would be to reassess the past operations of yesterday, bring that into focus, establish priorities, deal with strenghths and the weakness of the program, to meet with my immediate supervisors and program organizers, directors, so that we could better implement the program in the future.

Others wanted more time to relate with the people their programs served, or the staff who provided the services. A few identified rather poignant lapses from an ideal day occasioned by wanting a "nicer office," by "feeling terribly alone" in the work one was doing; one observed the "high tolerance for ambiguity" required of educators of adults in university work, and an educator made this observation:

> The question is how effective you are in terms of the people out there. You begin to think about the parish, or some other area of the diocese, and given the guidelines we develop and the programs we develop, are they meeting the needs of the people? There is always the knawing fear from a top level kind of thing or the development of a thing, is it very effective? We talk to ourselves sometimes. Are we really causing some change?

Educators of Adults "Need to BE"

A central question of the interview protocol asked, "What do you have to be able to do to do your work well?" The intent of this question

was to elicit respondents' views of the key qualifications for their work, whether in the realm of skills, competencies and understandings, or in other personal characteristics, perhaps beliefs or values. The responses obtained are reported in the eight sections, or super classes below.

A. People Skills

Respondents frequently cited "communication skills" as requisite, but when they described those skills in more detail, they often characterized a wide variety of what they sometimes termed "people functions." As will be seen below, these incorporate a range of emphases, particularly in "interpersonal relationships," but also including "public speaking" and "public relations activities." Typically, the individual skills required ("reading," "writing," "speaking," "listening," " critical thinking") were subordinated to the roles these skills afforded in day-to-day work: "facilitating," "being an intervenor," demonstrating through "speaking and writing and understanding... a kind of rational thought process," "being involved at the grass roots" and being "able to speak in front of large groups and get your ideas across and get them excited. You have to be able to mobilize groups for specific action and be able to think and work together - a facilitator."

One respondent characterized as important the ability "to provide advance organizers for the learning environment." Still another saw the chief communication skills as those of public relations. "What do you do to get news coverage? Who do you call? What constitutes a good news release?"

These views of the roles and purposes of communication skills seem varied and even complex. More overpowering than this concern for

multiple roles and purposes, however, was the emphasis subject gave to "people skills"

> Basically he needs to be people oriented ... It comes down basically to a lot of common sense, a lot of sensitivity for people.
>
> The program, the budgets, and all these kinds of things are really secondary to the fact that we are dealing with people and having people come to grips with themselves.
>
> The most important thing is to be able to understand people.
>
> Fundamentally, a feeling for people ... flexibility.
>
> First and foremost, I think the person needs to like to work with people and adjust to the awareness of people's needs, either to the community or the individual ... and a certain degree of caring and patience.
>
> But first of all, have a lot of empathy: you've got to like people to begin with.
>
> I think you have to be able to relate well with the people, to be able to sit down with them and be able to ... make them feel important, not embarrassed because they are coming back to learn.
>
> (There is required) a certain type of disposition; a certain degree of patience ... of compassion.

Later in the interview, as one of several probes to this "what do you have to be able to do" question, respondents were asked what they would look for in searching for suitable replacements for themselves. In several instances they expressed interest in younger people with characteristics similar to their own, although "not carbon copies" of themselves. We shall detail some of these responses later; here we include only those that echo this identified need to like people:

> I would look for a strong administrator being able to deal with people; I would not want a bureaucrat. I would want him to like people.

> I think a person has to really be sensitive to people in the sense that a person can build sensitivity - what I term the anticipatory skills - to be able to feel with the person.
>
> First of all, someone who cares about, someone who feels indignation at the way many people are treated and serviced by educational institutions in our country ... Fourthly, I would look for someone who would respect the creativity of others, and whose very satisfaction came from releasing that.
>
> ... Somebody who is very open, who accepts new ideas, who is very flexible, somebody that is a very warm person.

The clients served are not the only occasion for requiring "people skills" - the staff appear as equally important in several interviews:

> I would be more interested in the person who was concerned and understood people not only in dealing with the students that we have enrolled in the program but also as far as the staff is concerned.
>
> (Among the required talents or skills are) the ability to work with people, to encourage people (to) improve what they are doing, a sense of tact, and an ability to make recommendations for instruction without turning people off.

In discussing a hypothetical search for replacements for themselves, several respondents echoed these twin concerns of the client group and the staff needs:

> I would want somebody that was high on interpersonal skills, has experience in planning, was practiced in modern management techniques such as management by objectives, was good at coaching and evaluation, someone who has had experience of developing people who worked under him, goal setting.
>
> Some individual who has worked successfully as a supervisor of other individuals.

Two respondents put a particularly high priority on the best selection of staff and the most appropriate delegating of responsibilities to them:

> If you are starting a new organization (as this respondent recently had) you have to have a certain genius for choosing people.
>
> I have found it necessary to delegate certain responsibilities to certain people and they now have become the expert of this, because no one person could know all of this.

A number of those interviewed then placed high value on "sensitivity," "compassion," and "pure skills" in working with other people. Only one observed, "A natural desire to help people (is important), but I happen to think most people have that competence." These varied emphases on "people skills" are offered succinctly in this statement of one respondant in describing an ideal successor:

> likes people, a self-motivator, one who has some volunteer experience, and would sort of demonstrate almost instinctively a real interest in people and their concern for the program for poor people and those people who are in their service.

B. 'Tightrope-Walking": The Need for a "Strong Ego"

This next category of competence - "tightrope - walking" - was identified because respondents stressed it so repeatedly and articulately. Although some thought that the natural skills and sensitivities requisite to becoming a successful educator of adults were inborn, a number of others spoke of a need to prepare oneself at a conscious level for this special role in society.

> The major things you should learn are who you are.
>
> One respondent commented on the "buffer capacity" required:
>
> I think that (the job) requires a deal of tightrope-walking. I think it requires the ability to be some type of a buffer there to translate the needs and pressures of one group with the other. It is almost like the middle management combined with upper management ... to be sensitive to the various needs and pressures.

A university extension administrator commented that his role was neither "truly academic" nor "purely administrative," and therefore might not prove attractive to many candidates for university work:

> A certain personality type would have difficulty functioning in this kind of job ... difficulty functioning as a high-priced clerk.

The varied, tightrope producing roles of the educators of adults were in the minds of at least three respondents:

> Someone with the background to cope with dimensions above and beyond the education of adults in the sense of parts of instruction. It has to do with understanding. That person would love to have an understanding of the sociological needs of the student body as well as the needs of staff and the ability to get along with and how to cope with the bureaucracy.

> (What is required is) a combination of imagination and flexibility, but not flexibility in standards and commitments, and the same kind of background - of academic background which wins faculty credibility.

> (Speaking of a likely replacement) I think that she is secure enough that she will take the (requisite) chances anyway.

One person felt that "good health" was a requisite "for such long days" as are required of administrators of adult education. Another said,"I like to feel that I cannot function under too much pressure, although I can respond to pressure. This is something which I think I have learned to control."

The need to feel secure within oneself, especially because doing one's best work may require remaining in the background, was voiced at some length by one respondent:

> I think you need training in sociology or some kind of technique so that you know how to deal with people; deal with your staff so that you can get them to relate to the people as we are relating, so I think you need to feel secure within yourself.

> You know your job and you don't mind someone else doing the job as long as you are in the background. An administrator should be a counselor as well as a leader and (be willing) to remain in the background.

The "tightrope" life apparently requires an internal security that permits going one's own way when that is necessary, when it is "lonely" when it is required to have "the courage to take risks." This was amplified by at least three others interviewed:

> A person has to have a conviction that what he is doing is important.

> One has to establish from his own mind and heart (the means) of getting into adult education and achieve certain goals. And this is the way I am willing to go.

> One has to get the guts to throw himself from the traditional, not be afraid of what hasn't worked, not be afraid of trying new things.

Another characteristic required to maintain the "tightrope" life was that of inspiring confidence and collegiality, and of being a model of emulation:

> To have some of your colleagues' confidence, their important views, you have to be an advocate of particular approaches into adult education ... You have to be a model, in a sense, for the type of things that you are trying to do.

The variety of personal attributes these respondents identified as essential to effectiveness (or survival) seems, on the one hand, endless; on the other, specific and appropriately varied. They call for a person to embody an "ability not to expect perfection," a "distaste for routineness," a " desire to be in a helping relationship;" a "good working relationship with other individuals," " a lot of curiosity, a lot of energy, a lot of eagerness, to see whatever your goal is, come about;" and "delight in a busy and diverse day."

As is suggested above, particularly for leaders of continuing education organizations, a strong ego is taken as a firm requisite:

> Number one, a person needs to be a risk taker. Number two, I think you need to be a person who is not afraid to fail, whose emotional makeup is such that one is not going to feel like a personal failure if their project fails.
>
> The person should have a great deal of ego so that he can absorb the kinds of powers that is required on the job.
>
> One needs to be able to live with a great degree of ambiguity.
>
> To be able to establish an identity, to live with it when one is neither an academic type nor a business person. You're really in between.

One of the respondents immediately above took "the emotional total balance of a leader of an organization" as "very important," and singled out as the prime requirement of such a leader, "self confidence, probably. I think educational institutions end up eroding an individual's self-confidence rather than developing it."

Another respondent took that need for self confidence to be not just a requirement of leadership, but of anyone who would be a successful educator in the community.

> Another one of the traits that we have been trying to identify (in advance) is, "Do you feel threatened if we put in a person from the community as an assistant to work with you?"

These descriptions of the "tightrope" life resound with powerful and personal language: "how to cope," "coming to grips with yourself," "becoming a buffer to translate the needs and pressures of one group with another," having to "establish from his own mind and heart," " needing to be a risk taker," and "being able to establish and identity." The roles of educators of adults are fraught with "anxiety,"

"ambiguity," "loneliness," and "stress." Hence, even as respondents describe those varieties of roles, they stress even more the need to continue to reexamine one's continuing self-development - forging an identity that one can live with despite a burden of external and internal stresses. This parallel need was suggested by one respondent:

> First of all, coming to grips with yourself and your own skills and competencies ... So, while you are trying to build programs for others you are also into a whole process with yourself.

C. "The Knowledge Base": What Does One Have To Know To Be An Educator of Adults?

Most but not all of the quotations above came in response to that central question in the interview schedule about "what you have to be able to do to do your work well." The responses recorded thus far certainly suggest that one needs to be more than one needs to know. And, of course, there were countless instances when it was impossible to sort out being from knowing. Consider, for example, the following characteristics:

> Some sense of what it means to be an intervenor in the community.
>
> A kind of systems approach to thinking, appreciation that any system can at any time be a suprasystem and a subsystem of another suprasystem.
>
> I think that one of the minimum requirements if at all would be strong background in the school of education. (It remains unclear whether this refers to being, or knowing, or both.)
>
> I have a good background in the world of occupational education and some background in the world of work. Background in counseling and guidance and in administration and, with the exception of the world of work, I have had formal training in education, administration, and supervision. (Again, the relationship remains unclear.)

These and other respondents were more specific in their total responses, and some conclusions may be drawn regarding what knowledge and understandings they valued most. These varied as much as did the ways they recommended for the acquiring of such learning.

Some of the responses here were rather specifically tied to the respondent's area of adult education practice, even to the work site. For example, an administrator of a community education center wondered what it is one needs to know to teach others "things that were very easy for you?" An associate dean for continuing education at a medical center felt that "a thorough understanding of what health professionals do and need to know" was essential for success, as well as an earned doctorate, if one were to be accepted by "physicians/ teachers/ practitioners."

This attempt to seek out generalized skills, competencies and understandings generally omits those criteria which are specific to individual situations. This is an effort to describe what it is that most - or at least a variety of - educators of adults need to know.

As we might expect, a knowledge of the behavioral sciences and pedagogy - no one mentioned androgogy - were mentioned first and repeatedly:

> Generally, (a useful) core (would be) in these kinds of areas in behavioral sciences, and in the kinds of theories that you find there.
>
> As critical as a strong background in education is a strong background in sociology.

The director of an adult learning resource center combined requisites of educational psychology, verbal information processing,

and adult development:

> Tied in with that some understanding about how individuals do learn at various developmental stages, with particular understanding of adolescent and post-adolescent years, leading into the concept of the adult learner.

The same respondent indicated a concern shared by others that "as we get into older adult populations - beyond let's say 35 to 40 - there are going to be many areas of their psychology that we're not going to be familiar with."

Another subject thought, "We all know precious little about how adults learn, and have all the pretty-much-personal impression of how the adult lives."

Another felt a need to reshape or "rejuvenate" his own perception of older individuals:

> I guess my psychological set with older individuals will have to be rejuvenated ... Sometimes, they manipulate ...

One respondent who stressed the importance of "the desire to help people and be of service to them" felt equally that "a degree in adult education is not a requirement." Another questioned what particular "strong education background is essential. I am not sure which - whether it is higher education, educational administration, adult education, or instructional communication."

One respondent stressed currency of methodological understanding; another just a "curricular sense":

> I think it is important also to stay on top of new methods and new techniques that keep you particularly (close to) the skills that we are involved in teaching here.
>
> One then ought to have a curricular sense, a sense of connection and sequencing among the various studies that may go on as kinds of learnings take place.

Respondents were not in agreement as to how much or what kind of education was appropriate or necessary to their work. Two thought a master's degree was a minimal requirement, but one suggested no preparation in adult education was required. Those who were most in favor of persons prepared at the doctoral level offered some specific benefits they thought such study might produce:

> I believe that the young person who is highly trained through the master's level, and most desirably, through the Ph. D. level, does have this discipline built in.

> A doctorally prepared person ... is absolutely essential, just so that you have the collegial relationship with the physicians and other scientists in the medical center. (That is) number one.

> For internal credibility in the academic community, the person ought to have some academic credentials himself: he ought to have something that he has been good at.

Others described qualitative aspects of graduate study in more general but no less enthusiastic terms;

> I think the academic preparation is terribly significant. I think that Kurt Lewin would say that you don't really learn anything unless you organically experience it.

> I did some graduate study fairly recently, finishing my doctorate only five or six years ago. (I found it particularly helpful in understanding) problems of organizational theory, organizational development.

Similarly, the only professor of adult education in our group identified as one of the requisites for her being an educator of adults:

> A familiarity with, a real love affair with research, with inquiry; liking to ask better questions; liking to figure out how to translate a broad question into one that can be answered; and paying more attention to the questions than the answers.

It is difficult to summarize such disparate views of what one needs to know to be an effective educator of adults. Certainly, the

amount of formal education required was not an area of agreement, although more respondents tended to favor formal preparation through the doctorate than did not. In addition to certain habits of inquiry- "a real love affair with research," "a kind of systems approach to thinking," a curricular sense," a "discipline built in" - a few domains of knowledge were favored among all others; particularly in the social sciences. But these too ranged widely, from sociology to pedagogy to adolescent and adult psychology. An interesting emphasis upon adult development recurred, fully a year before Gail Sheehy's Passages appeared on many of our bookshelves and considerably before most had begun to know of Dr. Roger Gould's research.

D. "Where You Belong" - The Organizational Sense

A number of those interviewed expressed an acute awareness of how achieving their goals depended upon the ability to function well within a variety of bureaucratic structures. These observations are characterized by references to "the way institutions operate," "the need for a political sense" (often very literally), and the importance of knowing where to refer a decision about which one wishes to get an affirmative response. Subjects varied in emphasizing either the human or technical aspects of such a requirement for effective administration, and one's place of employment seemed not a primary determinant of the importance of the "organizational sense." University college deans, BOCES administrators, ABE program directors, and members of State or Federal educational bureaucracies all shared this concern.

Some respondents focused on the need for having or gaining the necessary knowledge and experience to work effectively in a required if not necessarily attractive organizational environment. Here, distinct from later observations, knowledge and experience enjoy equal importance:

> You must know line and staff, and you must know where you belong. You must know where to report and you should know how a budget is made.
>
> (One must come up with) some experience and knowledge in the way institutions operate, in this case, higher educational institutions.
>
> (One needs) ... a facility or a sense of ease with working with organizations, not that one has to like everything about organizations.

For some, this skill further depended on knowing a variety of persons and developing an ability to exercise correct judgment in knowing where to go for resources or useful decisions:

> You have to know a lot of people, you have to know where to go, who to see, or for resource individuals ... for in-service training areas, and for counseling areas.
>
> (It is important to be skilled in) ... taking the right forms to the right individual, who says, "Yes, there won't be any problem." But if I were to take the same forms to that person's boss, that boss would send them back to my boss who would then say no.

A political sense lay at the heart of organizational skills, according to a few respondents, the political arena varying from the school district, to the Church, to legislatures and state departments of education:

> You have to be rather political, in this instance, not only within the University, but the larger community - the Legislature, the state university at a statewide level, the state department of education.
>
> I think you have to know the power structure of the school district.

> I think one needs to be able to work with, on various levels, top administrators, for example, with the Bishop. One has to be able to deal within a structural organization like the Church.

For one respondent, a political knowledge base was inseparable from legislative involvement and knowledge of his own state legislature:

> He has to have knowledge in the laws concerning continuing education - new laws, old laws. He has to know who to contact in the State Department ... You have to keep abreast of these laws and ... one of the things that has helped me considerably is being on the Legislative Committee for the State Association.

The need to be political animals or politically skillful people was identified by the several respondents in the interview and was variously described. The agreement, of course, was that the domain of one's education and mission did not matter greatly – whether the Church or the public school or the State University. Beyond that, there were three principal focuses of that need: a kind of principle of organizational identity – knowing who you are where you report, whom you go to to get things done. Secondly one needs to be able to work skillfully and knowledgably (within the power structure of whatever domain) to accomplish goals. Finally, for two respondents, the political arena itself is an educational source and resource. One respondent lamented the "sad lack of political adult education in this country."

E. The "Multi-Dimensional" Quality

This section focuses upon the "multi-dimensional" qualities requisite to doing what one must do well to be an effective educator of adults.

The dimensions of planning or organizing and varying other skills or competencies recurred frequently. These were often mentioned

in tandem with other, quite different characteristics. A variety of responses contained odd couples, e.g. "Budgeting and analysis skills lay at the heart of some of the combinations.

> It is important to have some acquaintance with the budget process, important to have more than a casual relationship with counseling theory and the kinds of things that counselors are attempting to do ... over and above, I guess, academic kinds of advisement.
>
> (What are needed are) some sort of program analysis skills... some understanding and background in the area of adult education. What are the directions in which one should be going, what are the trends?

A director of a relatively new and innovative project would look for in a potential replacement:

> someone who is a good planner and is effective in moderating follow through. Those are management skills which I am singling out as important. (But also important would be) a person who would have credibility with our creditors, which would be an intuitive judgment.

In seeking a replacement, another project director would seek out an "individual who has had some administrative responsibilities, in addition to their teaching, whether it be in secondary or post-secondary role." Another defined the "techniques: how to look around you to get a good teacher, how to organize."

Being able to manage and being able to sell were likely companion skills for two respondents:

> For this operation you need to combine a little schmaltz with real management. The management skills have to include some taste for figures, and forcing people to keep records of what they are doing, so we know what we have done in terms of cost benefits.
>
> It may even be necessary to be a good teacher and a good manager and a good salesman.

For two respondents, a basic dimension of multi-dimensional competency was competence in the subject matter itself. One would seek as a future replacement "a reading specialist, a personnel manager, a person who was a good fund raiser." Similarly, an ABE supervisor thought subject matter knowledge and openness comprised a requisite combination:

> I think you have to have knowledge of the subject, or at least be open enough to that you will readily accept any knowledge. You would have to like to talk to people and discuss their problems with them, which almost sounds like a counselor, but I think anybody in adult basic education has to be a little bit of a counselor also. I think you just really have to be an open type of a person ready to accept anything.

For another, actual teaching of adults constituted a necessary preparation:

> I think a person should be multi-dimensional, I think a person must have some experience in the field of public school adult education. Unless the person has tried to teach and understands the problems of teaching and learning of the adult, I think they're missing a dimension.

The combination of technical competency and sensitivity to people's problems recurred:

> (One must have a knowledge of) personnel problems and a knowledge of how to budget, how to get the budgets to balance. A good sensitivity to people's problems goes with the understanding of personnel ... And the ability to provide some kind of leadership.

Two respondents, one within a veritable catalogue of competencies stressed flexibility as a key requirement:

> One should be historically acquainted with decisions in order to show readiness to be flexible and accurate in the planning for the future.

> I would hire a generalist rather than a specialist ... since my week includes being a broadcaster, a speech-maker to a group of university presidents, a person talking to a group of ghetto residents about their educational needs, a speech writer, an article writer, and so it needs to be flexibility and a generalist's background.

Another catalogue, provided by the director of a fairly sizable county extension operation, put a particular emphasis upon incorporating and internalizing extension goals along with skills in working with lay people to accomplish these goals:

> Some skill in the personnel management phase of work, budgeting, fiscal management, and either a really good concept - or the ability to pick up the concept - of the goals of cooperative extension and its mission, quickly, and how to work with lay people on the staff to accomplish these goals.

Another respondent grouped two criteria already referred to often - being a generalist and gaining experience in the bureaucracy:

> Being a generalist, getting experience in a bureaucracy - not having a degree in adult education. Some very effective colleagues haven't had a single course in adult education. Keeping abreast with the development nationally.

Two respondents indicated that the ideal replacement for themselves would be someone with an appropriate combination of attitudinal and technical competnecies, the first overlaying that with an age requirement, the second with sensitivity in communication:

> I would like (him/her) to be able to invest intellectual ability, punctuality, talent in cross disciplines. But at the same time, I would like all of that in a younger person than I am.

> Getting back to the person (as replacement): in other words, a faster worker, a person who presents himself well, who has ability to talk with people, understands the inter workings of their minds, a fast thinker, willing to extend himself over and above the normal responsibility of this position, to take on additional responsibilities as he sees them.

Perhaps no single respondent captured the requirements for being experienced, being an idealist, and being practically competent, so well as the following:

> (I would look for someone) who also had a vision, who is a practitioner as well as a visionary, who tries to blend the two ... (to bring an) idealistic as well as realistic approach to the job. Time on the job is also necessary.

One administrator noted the possibility that considerably different personality constructs could function equally well in his kind of position:

> Perhaps there are personality characteristics that would be different. My particular kind of personality could be considered as impulsive, not constructive, the antithesis of constructive. Yet, I have seen developmental educators who are rather recluse but do a very effective job. So, that personality characteristic needs to be tested to see if it is important.

The view that an effective educator of adults ought to be multi-dimensional was widely shared, then, although the variety of dimensions may at first seem to lack congruence. Three rather consistent clusters of these dimensions recur, however, which should prove useful to further research. These dimensions of an emerging protrait of an effective adult educator are a) personal characteristics, b) competencies, and c) experiential background. Virtually no respondent settled upon one of these domains to the exclusion of the other two.

G. "Rubbing Shoulders with People" - The Experiential Base

The subjects stressed the relevance, even necessity, of "experience" to the adequate preparation of Educators of Adults. The variety of experiences valued by subjects, however, and the urgency with which they recommended "world-of-work experience," "internships," even

"bouncing" or "kicking around," represented a rather consistent and insistent thrust of these interviews.

A number of the kinds of experiences recommended were shared by several respondents: "in the field of adult education," "some kind of extension experience," "experience with teaching," "experience with professional societies," "someone who has had experience at least in a two-year college in development education," "training experience in dealing with adults." and, more than occasionally, such references as, "Actually, the number one factor is experience."

Then there are qualitatively different kinds of experience, kinds that not even a rich internship can provide, as in these two examples:

> I think it's somebody - maybe it's a personal bias - somebody who has kicked around a little bit. Unless that person has had some of that feeling of rubbing shoulders with people who are trying to make it and know some of their problems.

> I think you have to have bounced around a good bit, in a variety of situations. You have to be able to feel comfortable with a whole range of people, institutions, agencies, or else you have to know that you aren't any good with them, and be able to say, "No, I'm sorry. I'm not good at that. I suggest you talk with So-and-So."

One respondent gave a glossary of real-life experiences thought essential to the individual's present effectiveness: including, "traveling extensively, both in this country and abroad." Further:

> I'm influenced by hearing and sharing with people whom I respect. I have been impacted (upon) by my family, of the experience of raising three kids in urban America ... Attempts to deal with problems in other societies influences me and impacts me.

The same respondent, much later in their interview, commented:

> I think the experience living in an organized group such as the Army in World War II was an experience - again I'm not being judgmental whether these are positive or negative - but I think in terms of understanding people, their motivations, their deep desires, their aspirations, their hopes - I think it was significant.

A woman respondent found the experience of being a wife and mother most significant in her preparation, and further thought such experiences gave women qualifications that men will never have; speaking in part of her (real, not hypothetical in this case) prospective replacement, but deeply of herself too:

> I found a woman who I would like to be the person to replace me. Being a female chauvanist pig, it's a woman. And I think adult education is more of a woman's job than most people realize because there is all this detail that men hate about which women have lived all their lives: "Have I enough orange juice for tomorrow's breakfast?" and that sort of thing. She is extremely dynamic; she is gutsy.

Another respondent criticized the process by which a number of young people pursue their education, without interruption, through the doctorate:

> I am really hung up about people who go right through school, never getting out in the world. I would never allow anyone from high school through graduate school - unless it were maybe a math genius that might burn out early or something. I think they ought to get out, find out who they are, then maybe come back.

Five, respondents who may never have met each other voiced strongly parallel views of the importance of developing, or inventing, new approaches to experiential preparation of future educators of adults:

> I really think that the open structure that we hear so much of in terms of elementary education more perfectly belongs to higher education - to secondary education. The reality, the society that we are dealing with is out there and not in the confines of the classrooms. I think we can meet, discuss, read, debate, and intellectualize, but I think the learning portion of it involves getting out and testing these things - not waiting to test them three years hence or four years hence, but doing the testing concurrently with the gaining of these thoughts.
>
> To my knowledge, there really hasn't been an extensive employment in higher education or adult education of internship approaches. I think the universities can become more involved... provide laboratory settings, as in early childhood centers across the nation.
>
> I think it has to be very much an experiential kind of devleopment - going out, trying some things, coming back, evaluating it, redesigning it, getting some new learnings, some new insights, getting out of the classroom again.
>
> Certain kinds of things like research skills could go into a classroom structure; traditional psychology courses perhaps could. But the direct skills in developmental education as relates to secondary/post-secondary learners would be probably much better gained from an internship kind of thing.
>
> How do you get outside the experience of working with the student and finding out that some students react in one way and others react in a different way to a particular type of professor or a particular type of presentation?... You can't teach this in a course or out of a textbook. It has to be an experience type of thing.

Others expressed a "prejudice ... towards experiential and conceptual training," observed "that a good part of the teaching and learning ... should come from internship, actual involvement," or favored "real-life experience where you get on-the job types of things." One respondent would require "experience in various aspects of the educational environment, both traditional and non-traditional,

experience in secondary and post-secondary forms."

One respondent felt that regardless of how many of the necessary competencies were teachable,

> it would have to be done right on the job. If I were selecting my replacement, I wouldn't feel comfortable unless I had that person in working for a while.

At least three persons felt that although experiential preparation was important, some of the characteristics have to be brought to the job by the prospective candidates:

> Most of it you could learn, and somebody rounds it out by having some kind of experience. When you get into personnel, I think some people have it and some people don't.

> A planned learning experience might help to formulate this (preparation), but basically it has got to be within the person himself, within his makeup.

> I think some of these (skills) are teachable. Many of them could be taught. I think many of the others come through just in experiential learning. It takes an openness of attitude, a willingness to try things, to experiment, and to make mistakes.

In sum, the pleas for experientially structured learning for educators of adults permeated these interviews, with particular emphasis placed upon the need to learn in academic environments, to try out learning in real-life domains of experience, and then to return to the academic environment to evaluate what had been tried. There is another direction in these appeals for experience, however, for a totally non-academic preparatory experience, involved in the world of living and working humanity. A number of these respondents

highly valued such experiences as soldiering, parenting, traveling, "kicking around," and "sharing with people whom I respect."

H. Resources Valued

In both direct and indirect ways, respondents were asked what resources they valued - in their daily lives, in their preparation for their work, even among those things they felt they continually needed to re-learn in order to do their work well. Regarding those characteristics and resources most valued, respondents were about equally divided about whether they could be learned, and about whether they could be learned in contexts like "formal classrooms." Of interest to other educators of adults was the primacy of a philosophy - either a philosophy of adult education or of the larger society, even of the future.

Conceptualizing and maintaining a philosophy of adult education was often expressed as necessary to effective work in the field. Although no one claimed these qualities of mind or perception emanated from study, they were often mentioned in response to questions about preparation of adult educators.

> One's attitudes toward adult education are primary.
>
> A good concept of cooperative extension and its philosophy, its purposes (is necessary). A good ability for working with people, both professionals/peers and lay leadership people. A good understanding of adult education techniques philosophy, some psychology.
>
> I think you should have a philosophical base from which you are operating. When I got the job without this philosophical base, I immediately enrolled in a master's program and got myself a master's (degree) in educational administration and a concentration in adult education.

> (A person should demonstrate) the importance of the principles of adult education and the focus on the adult learner.

A few respondents cast that philosophic persuasion into a mold especially sensitive to the larger society. One valued, for example, "A readiness to change one's mind toward how other adults must be educated today in our society." The same respondent also would "put little emphasis on their formal educational background." Another thought exposure to the international scene was requisite to becoming "able to be useful to the American Adult Education Movement."

Still a third interviewee sought as an ideal adult educator one who "would have a sense of what is going on in his society, and how that has any impact within a dozen major things he does, on the appropriate kinds of learning for the adult who come forth."

Again, one respondent saw the societal responsibility as producing particular needs for personal skill development, in the skills of intervention and interaction:

> If you're going to work with people, (you need) some sense of who you are in relation to them and what it is you want to accomplish; some set of skills in working with persons; techniques that make it easier to go and do your thing, to be less self-conscious about your actual contact with communities or individuals.

The same two respondents (immediately above) also posed significantly the future-centered societal responsibilities of the adult educator:

> I like to go back to more permanent materials in a sense. The jobs, for example, which are projected over the next ten years as being more common than they are now. Where are the social tasks which are becoming more pressing?
>
> A social concern that which focuses not only on

> the present and obvious impacts of any kind of social organization, but on the potential consequences to (the society and) to that social organization.

Another respondent, who spends part of the time in the classroom and more of it in supervising other teachers, also shared the future-centered concern of most of those who work in schools and colleges everywhere: "Giving people some tools and again some awareness of what it is that they will want to know one, two, three, four, five years hence is terribly important."

But there were other resources valued beyond personal philosophy, including "your own resources - human resources - among colleagues and bosses," also described as "the people you are in contact with, those who like to play with ideas." One respondent described as a valued resource, "the library - in the whole social science area: social psychology, political science - because they represent ways to relate groups to the environment. At any given time that may change." The same respondent felt "fortunate to have met up with some persons who were able to relate the here and now to the larger questions."

When asked what valued abilities or characteristics they considered "teachable," a number of respondents gave as much attention to their concern for varied learning environments as to identifying what might be the content of the learning:

> If you mean in a traditional classroom... only the factual content of the behavioral sciences, philosophy, whatever.

> I don't think there are any things that are not teachable. It may not be economical to teach some things, in terms of some individuals, personalities, backgrounds, behaviors.

Two respondents believed there was no identifiable preparation for their work:

> I personally feel that there is no type of formal education that can prepare one for my particular role or job.
>
> The prerequisites for the job that I fill are almost non-existent.

One respondent simply registered considerable doubt:

> "I'm not sure how much of it is really teachable."

Another wondered about "traditional organizational skills - (whether) they can be trained or whether they are natural."

Others varied from clear conviction to ambivalence about the "teachability" of certain characteristics they believed requisite to the role of educators of adults:

> Maybe flexibility is not teachable, and it is entirely important when starting out in a new organization.
>
> Curiosity is another thing.
>
> One has to have a personal dedication.
>
> I don't know if concepts are teachable in the formal learning experience.
> Empathy. How do you teach empathy? ... Empathy is a very important skill in working with individuals.
>
> "Not teachable" - common sense. There are human kinds of skills and kinds of feelings and relationships with people - dealing with people, having a sensitivity toward people that may not be learned, that only are acquired.
>
> Empathy is a very, very difficult thing.
>
> I don't think you can teach a love for inquiry. Maybe it is a social learning phenomenon ... You can't teach an individualist to be an individualist, and each individual has a whole set of ways of wheeling and dealing with his world that was probably learned, but I don't know that we can teach it.

I don't think you can teach experience.

Interest and motivation.

Information retrieval: what can you do to make them (students, future educators of adults, trainees) pull it out and rehash it themselves?

The ability to make decisions fast even if that is the wrong decision - I don't know if that can be taught.

Philosophic positions - like that education of the poor is largely a product of their environment - are not teachable.

For two respondents, the focus of the "teachable" was a variety of on-the-job-training.

Some of them (skills) certainly are, but most of them require some kind of practice in exercise, like the group dynamics. Budget you can gain through experience and a lot of knowledge by having someone sit down and teach you.

I think if it were possible - teachable - it would have to be done right on the job ... If I were selecting my replacement, I wouldn't feel comfortable unless I had that person in working for a while.

Occasionally, as has been seen above, "learnable" did not equal "teachable." In the following suggestions such questions are not apparent:

I think some cost accounting techniques are teachable, and it ought to be techniques of designing systems that are appropriate to your particular needs.

From the proposal to the document to the proposal writing, the staffing, to the preparation of budgets, to modern instruments - all this can be learned.

You can teach what one needs to know about communication certainly.

How to budget and get the most out of your funding.

> I think most of it can be taught. Certainly the mechanics can be taught, the way to handle yourself, that can be taught.
>
> Most of the fine points of management can be taught. They fall into the category of imitation.

The valued resources of educators of adults are richly varied: colleagues and libraries, planning and budgeting skills, philosophic positions and philosophies themselves, and such personal qualities as empathy, interest, motivation, personal dedication, curiosity, and common sense. Particularly about the human qualities, no respondent came out to say that Educators of Adults are born, not made. But their doubts about the teachability of such qualities, and even the learnability or acquirability of them, leaves the question moot.

Conclusion

At the very outset of this report were raised again three questions facing the educators of adults:

1. What are the characteristics and competencies of effective educators of adults?
2. When and how can each of these competencies and characteristics be developed and acquired?
3. Can the necessary competencies and characteristics be learned?

Although these questions were not asked directly, their substance pervaded the interviews. The findings of this study provide useful responses to all three questions, but total or satisfying answers to none. First, the characteristics and competencies are manifold, encompassing "knowledge," "skills," "attitudes," "sensitivities," "beliefs," "values," "philosophies," "strengths" (particularly of "personal identity" or "ego"), and a host of experiences. Throughout, respondents placed heavier emphases upon what educators of adults need to be than what they need to know.

Respondents expressed considerable agreement that the knowledge and skills requisite to effective work in Adult Education could be learned, albeit several cautioned that learning environments may need considerable reexamination and restructuring. Many stressed the need for experiential components of preparation for careers as Educators of Adults, but only one believed formal study was irrelevant. About characteristics, there was less agreement, and ponderous questions remain about the teachability or learnability of such qualities as "sensitivity."

A Final Note

At the time of this writing, no fewer than four colleagues have read various drafts of this report. They generally agreed with the use of the interviewing method and protocol. Their most enthusiastic comments, however, centered upon the credibility and freshness of the respondents' remarks. They shared our conviction that the language of respondents has provided, if not a new typology of characteristics and competencies, some new images for viewing them: "People Skills," "Multi-dimensional Quality," and "Rubbing Shoulders with People." And with those inventive phrases they have provided us a fuller portrait of who we are.

Appendix A

First Telephone Inquiry: Hello. I'm (interviewer's name). I am working on a research project which is seeking to learn more about what adult educators do and what they think and how they feel about what they do With your permission, I would like to meet with you for a half hour or so, conduct a partially structured interview, and record our conversation. Would you be willing to participate? (Set time and place).

Upon arrival for the interview: Just to review our purpose, I am working to learn more about what adult educators do, what they think and how they feel about what they do, and perhaps to gather some of your ideas for preparing people for careers like yours. May we begin?

The Interview Schedule:

1. How would you describe your job?
   Probe: (If not offered above) What is your job title?

2. How do you see what you are doing relating to the goals (mission) of the organization?

3. How do you spend your typical work day?
   Probes; You have told me a good bit about X and Y. Could you provide a little more detail about Z?
   Which of the functions mentioned do you think are more important? (wait for this answer.)
   Which of the functions mentioned do you think are less important?

4. Would you please describe what would constitute for you an "ideal" working day?
   Probes: You sound really enthusiastic about X; are there other things equally satisfying?
   Are there other things less satisfying?

5. What does a person need to be able to do to do your job well?
   Probes: Are there some things that have helped you among what you would describe as "teachable" in some kind of planned learning experience?
   Are there some things that have helped you not "teachable?"
   Are there some things you might identify that you have to continue to learn, or perhaps even relearn?
   If you were to hire your replacement next week, how would you describe the ideal candidate?

6. What are some ways for preparing people for careers like yours?
   Probes: Are there some ways that you think just aren't tried enough?
   Are there some ways that you think ought not be tried at all?

7. What do you think of existing university programs as means of preparing adult educators (or persons for careers like yours)?

8. An optional question: Is there a question I might have asked that would have elicited some fuller response regarding what you do and what you think and feel about it? Perhaps you would like to ask a question of your own, and then answer it.

REFERENCES

1. Aker, G. F. "Criteria for Evaluating Graduate Study of Adult Education." Unpublished Doctoral dissertation, The University of Wisconsin, Madison, 1962.

2. Carrig, J. J. "An Identification of Beliefs That are of Importance to Professional Educators." Syracuse University, 1973.

3. Chamberlain, M. N. "The Professional Adult Educator." Unpublished doctoral dissertation, The University of Chicago, Chicago, 1960.

4. Hole, W. R. "Educational Philosophy of a Group of Professional Adult Education." Doctoral dissertation, Arizona State University, 1970.

5. Smith, N. D. "Differences in Opinions on Relevance of Subject Matter Expressed by Professors of Adult Education Classified by Their Personal, Educational, and Occupational Characteristics." Doctoral dissertation, Arizona State University, 1972.

6. Veri, Clive C. "Building a Model Doctoral Degree Program in Adult Education," a paper presented to the Professional Training and Development Section of the Adult Education Association of the U.S.A., Annual Meeting, Atlanta, Georgia, October 29, 1970.

7. Veri, Clive C. "Organizational Patterns of Programs at Universities in the United States Which Offer a Doctoral Degree in Adult Education." Doctoral dissertation, University of Nebraska, Lincoln, 1967.

8. White, T. J. "Similarity of Training Interests Among Adult Education Leaders." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1950.

9. Wright, J. W. "The Professionalization of Adult Educators in New York State." a Ph.D. dissertation, Cornell University, 1970. (from ERIC abstract).